

Texas Education Agency Standard Application System (SAS)

2016-2018 PreK Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY OCT 25 PM 1:31 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, October 25, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Manor ISD	227-907			
Vendor ID #	ESC Region #	DUNS #		
1746003097	13	050223239		
Mailing address	City	State	ZIP Code	
10335 US Highway 290E	Manor	TX	78653-4686	
Primary Contact				
First name	M.I.	Last name	Title	
Christopher		Harvey	Federal Programs Director	
Telephone #	Email address		FAX #	
512-278-4454	christopher.harvey@manorisd.net		512-278-4017	
Secondary Contact				
First name	M.I.	Last name	Title	
Gary	Lee	Frye	Grant Writer Coordinator	
Telephone #	Email address		FAX #	
806-438-7156 or 806-787-6137	gary.frye@manorisd.net		512-278-4017	
Part 2: Certification and Incorporation				

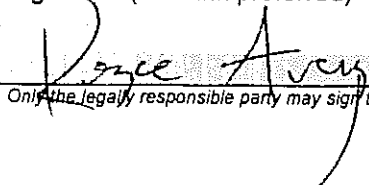
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Royce		Avery	Superintendent
Telephone #	Email address		FAX #
512-278-4000	royce.avery@manorisd.net		512-278-4017

Signature (blue ink preferred)

Date signed



10/24/2016

Only the legally responsible party may sign this application.

701-16-109-001

Schedule #1—General Information

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Manor ISD (MISD) and MISD Child Development Center (CDC), the qualifying Texas Rising Star (TRS) 4-Star private provider, are partnering to increase the quality of the early childhood educational programs in Manor, Texas. The CDC started in 2003 as a place where MISD teen-parents could receive low-cost child care so that they could finish their high school studies. From this beginning CDC grew into a major part of the Manor community providing early childhood care and education to approximately 75 youth birth to 4-years. Fifteen months ago (beginning in 2014/15 School Year) the CDC received its National Association for the Education of Young Children (NAEYC) certification. NAEYC was achieved after the center achieved the TRS 4 star rating as the next step to providing even a higher quality of care.

The Manor Child Development Center (CDC) staff believes that they are "brain builders" and in order to be able to do this, we as well need to be held accountable for our children's education. Our central philosophy is that we are here to provide a fun, safe, nurturing, and learning environment that fosters growth in all areas of development for the children and to support their families. Our vision is to ensure that all children have access to a safe and accessible, high quality early childhood education that includes a developmentally appropriate curriculum with knowledgeable and well-trained staff that are continually learning. This will include providing an environment that supports all children's health, nutrition, and social well-being, in an environment that respects and supports diversity. We wish to use this planning grant to expand this same concepts to all the MISD campuses that serve 4 year olds and to the great Manor community early child care providers. Further, since all children who continue to live in Manor becomes "the schools" students, we will have open public programs where we will establish links with parents so that we can give them training on how to become their child's first teacher (Villarreal, 2005) which has been shown to increase academic outcomes long term. We will also provide information on how non-academic but items that can affect traditional school outcomes such as learning styles, being from poverty, etc. and how addressing these items can increase academic performance. The historical research base of the program lies in Dunn and Dunn (1990) work on learning styles which relates to current RTI (Response To Intervention) programs and the following on developing partnerships. "Partnerships must be viewed as an essential component of school organizations that influence student development and learning, rather than as an optimal activity or matter of public relations." (Epstein, Coates, Salinas, Sanders, and Simon, 1997) Effective school-community partnerships can: Extend learning opportunities for students and staff (Otterbourg, 1986); Assist students to succeed in school and life; support staff in their work, and improve school programs and school climate (Institute for Responsive Education, 1996); Positively impact student attendance, aspirations for post-secondary education, enrollment in challenging high school curriculum, and successful transitions from special education to regular classes (Jordan, Orazco, and Averett, 2002); Provide mutually beneficial resources to schools and community partners (U.S. Department of Education, 1993); and Enable schools to become assets for community and economic development (Cahill, 1996). The process of developing community learning centers grant proposal lends itself to the creation of these partnerships in that at each of the three communities. The school staff worked with various community stakeholders to form the programs that are presented in this proposal. In "Help at Last: Developing Effective School-Community Partnerships" a basic roadmap is given for methods of teaming the community and the school that was used in the creation of the centers and the obtaining of the input (RMC Research Corporation, 2002). Payne (2003) provided a rationale of why the various income classes do not have a good understanding of the world views of the "other" which can affect these non-academic social/emotional items. An overlooked aspect of non-academic social/emotional that blends into increasing community oriented services is the health and fitness of our students and their families (Mpfu, 2014). Fitness does promote academic success and we will use improvements to the "playground area" of the campus so that all children at the CDC from birth to 4 years will benefit which will increase the sense of community. This will also build the general sense of community where the campus is the center and a value added center for the community (Sergiovanni, 1990). This will promote the academic role of hands on play that the campus can continue to offer. With the inclusion of the other child care providers in Manor we will be able to help model these systems at the school, business, and homes of the providers who see our children before they ever enter public school. This integrated approach will allow MISD and CDC to achieve a "well designed" program as defined by Barnett (2008). Our well-designed preschool education programs will produce long-term improvements in school success, including higher achievement test scores, lower rates of grade repetition and special education, and higher educational attainment. The strongest evidence suggests that economically disadvantaged children reap long-term benefits from preschool which is the majority of the general population at MISD and the focus of the early education program at CDC along with the other MISD campus program.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The research and the development the TRS 4 Star program at CDC set the stage for the community program. Parents of the CDC were surveyed and the major concern was that they did not want a "school" program at CDC. With further inquiry we determine that they what they wanted was a continuation of the innovative and well-designed program that CDC was already doing (e.g. providing processed art projects, linking curriculum to books being read to the 3 & 4 year olds, having structured hands on play time for 3 & 4 year olds, etc.). The parents were afraid that the curriculum would change to "work-sheet" type of system and high child to teacher ratios. The input from the parents confirmed that the CDC system is valuable and should be modeled / offered to the other MISD campuses with 3 & 4 year olds along with other providers in Manor, TX including the specialized center (e.g. center that works with special needs student - Downs Syndrome). The curriculum at CDC is Preschool First which models this type of teacher / child interactions. Preschool First has a researched based online assessment tool that the teachers will use to create meaningful lesson plans providing documented outcomes for each individual child. Curriculum, such as Preschool First (which aligns to Teaching Strategies System for preK), will be made available to the other early child care providers who come to the staff development trainings that will be offered. With our focus on the parents being their child's first teacher we will have training for the parents to aid them in having the knowledge and materials to provide a rich home learning environment. We are building into the traditional staff development for the MISD, CDC, and other day care centers this concept of increasing the parents' ability to interact with their child in a manner that promotes learning and build social/emotional supports. While we will have technology that can supplement these efforts (a lending technology program and classroom centers) we believe that at this age interactions with adults and other children are much more important. We believe that this interaction aids in the development of Social/Emotional IQ. Emotional intelligence or Social/Emotional IQ is shorthand that psychological researchers use to describe how well individuals can manage their own emotions and react to the emotions of others. People who exhibit emotional intelligence have the less obvious skills necessary to get ahead in life, such as managing conflict resolution, reading and responding to the needs of others, and keeping their own emotions from overflowing and disrupting their lives (Ravenscraft, 2015). The current programs at CDC are designed to build this form of IQ so that our students have academic and life success. The blending of the various technology, curriculum, and general teaching systems are what we will be researching and developing so that the Manor area day care providers can extend the quality of their programs so that all children's needs are met and we build community / family / school / provider links that move the quality of early childhood education to one that is world class.

MISD and CDC partnership will be used to provide curriculum resources and staff training to the area providers. We will continue to seek partnerships of licensed, registered, home care, etc. service providers so that we can increase the training of all persons looking after these children. We will provide loaner technology to the other providers after they have received the appropriate staff development training. One of the focuses will be to move home care to registered, registered to licensed, licensed to higher TRS star rating. This will allow Manor area to have a clear system to increase the overall quality of early child care education. Studies demonstrate that state pre-kindergarten (pre-K) programs have had positive effects on children's readiness to learn, with large impacts in some states. Findings from the National Head Start Impact Study, released in 2005, provide more rigorous evidence than previously existed of Head Start's positive impacts on children. Most early childhood interventions also have had positive impacts on children's emotional and behavioral outcomes, including long-term reductions in criminal behavior. There also is some evidence of improvements in children's health and safety, and some programs have had positive effects on the children's parents. Examples of specific improvements (e.g., reduction in special education, higher rates of high school graduation) have been seen in many studies (Barnett, 2008; Isaacs and Roessel, 2008; Karoly, 2005; Melhuish, 2015; & Yoshikawa, et al, 2013). This is why we are taking this holistic approach that has as its basic concept that we must provide all child care providers with exposure to research and training that will improve the general level of education, social/emotional growth, and increase life outcome expectations. The building of community partnerships will make the CDC a value added provider in the Manor area because of the focus on raising the quality and research based early childhood programming that focuses on the whole child and their parents. This will also aid the consortium that we are building in sustaining the overall level of services beyond any one grant because we are developing partnerships that promote increased expectations for all students. The inclusion of special needs students will promote the thought that all children's outcomes can be improved. MISD and CDC will become the center for the community because we can support early childhood education and meet our vision of *Growth Through Innovation!* while build whole Manor community expectations for early childhood care.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$200,350	\$17,500	\$217,850	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 95,590	\$	\$ 95,590	\$
Schedule #9	Supplies and Materials (6300)	6300	\$ 35,000	\$	\$ 35,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$ 30,000	\$	\$ 30,000	\$
Schedule #11	Capital Outlay (6600)	6600	\$ 66,560	\$	\$ 66,560	\$
Total direct costs:			\$427,500	\$17,500	\$445,000	\$
1.718 % indirect costs (see note):			N/A	\$ 5,000	\$ 5,000	\$
Grand total of budgeted costs (add all entries in each column):			\$427,500	\$22,500	\$450,000	\$

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$450,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$22,500
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	1		\$91,000	\$
2	Educational aide	1		\$39,500	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator		1	\$24,000	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant		1	\$22,000	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$176,500	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$	\$
20	6119 Professional staff extra-duty pay			\$ 14,000	\$
21	6121 Support staff extra-duty pay			\$ 6,000	\$
22	6140 Employee benefits			\$ 21,350	\$
23	Subtotal substitute, extra-duty, benefits costs			\$ 41,350	\$
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$217,850	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Master Certified early childhood trainers who are on the Texas Trainer Registry to provide TRS level training to MISD campuses and the other area providers of early child care	\$65,000	\$
2	Various parental programming to increase their understanding of their role as the child's first teacher and to increase their ability to work within the early child care systems and MISD's programs when children enroll at the public school	\$25,000	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 5,590	\$
(Sum of lines a, b, and c) Grand total		\$95,590	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$35,000	\$
Grand total:		\$35,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$15,000	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$15,000	\$
Grand total:		\$30,000	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1	Book to form lending libraries for parents & staff along with reading materials for the student/parent interactions	N/A	N/A	\$25,000	\$
66XX—Computing Devices, capitalized					
2	iPad devices to make technology centers for the students to have supplemental instruction and adaptive instruction for special needs children with internet plan with cases	40	\$617	\$24,680	\$
3	(internet yearly plan @ \$456 for 1/4 of the devices)	10	\$465	\$ 9,300	\$
4	(replacement insurance on iPads)	40	\$40	\$ 3,200	\$
5	Computers for staff to allow for effective programming	4	\$1,095	\$4,380	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
27				\$	\$
Grand total:				\$66,560	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:

Category	Number	Percentage	Category	Percentage
African American	2,026	23.0%	Attendance rate	94.9%
Hispanic	5,546	62.9%	Annual dropout rate (Gr 9-12)	0.8%
White	785	8.9%	Students taking the ACT and/or SAT	73.2%
Asian	233	2.6%	Average SAT score (number value, not a percentage)	1,258
Economically disadvantaged	6,885	78.1%	Average ACT score (number value, not a percentage)	17.5
Limited English proficient (LEP)	2,912	33.0%		
Disciplinary placements	209	2.2%		

Comments

These data come from MISD general student information at all of the campuses. The non-school district centers are still being recruited and we believe that the number of staff and children served will be great than what is in this proposal. These extra children will be served as a part of the overall mission of MISD, CDC, and the various community early childhood care centers. Since almost all of the children being served in the Manor area do enroll at MISD we believe that these demographics would be approximate representation of the total community providers. These data come from the Texas Academic Performance Reports (TAPR) for 2014-15 District Report being the latest published information. The various Manor area early childhood care providers information is not included because we will be building partners throughout the planning grant. This, with the resources for curriculum, technology based student center, and well designed staff development for all the instructional staffs at all the centers will allow us to build sustainability in the program. The specific outreach to families of the served children will help us build expectations at Manor for parents being their child's first teacher. Thus we will be able to raise the academic and life expectations for all our children!

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	100.2	17.8%	No degree	56.4	10.0%
Hispanic	154.9	27.5%	Bachelor's degree	383.7	68.1%
White	279.6	49.6%	Master's degree	120.0	21.3%
Asian	12.4	1.2%	Doctorate	3.0	0.5%
1-5 years exp.	230.5	40.9%	Avg. salary, 1-5 years exp.	\$44,359	N/A
6-10 years exp.	139.5	24.8%	Avg. salary, 6-10 years exp.	\$45,699	N/A
11-20 years exp.	77.0	13.7%	Avg. salary, 11-20 years exp.	\$50,641	N/A
Over 20 years exp.	36.2	6.4%	Avg. salary, over 20 years exp.	\$57,464	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	400														400
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit	100														100
TOTAL:	500														500

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	30														30
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit	8														8
TOTAL:	38														38

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
Manor ISD Child Development Center	n/a TRS 4 star provider	MISD campus with preK/EE classrooms
Blake Manor Elementary	227907105	MISD campus with preK/EE classrooms
Bluebonnet Trail Elementary	227907102	MISD campus with preK/EE classrooms
Decker Elementary	227907104	MISD campus with preK/EE classrooms
Manor Elementary	227907101	MISD campus with preK/EE classrooms
Oak Meadow Elementary	227907107	MISD campus with preK/EE classrooms
Pioneer Crossing Elementary	227907108	MISD campus with preK/EE classrooms
Presidential Meadows Elementary	227907106	MISD campus with preK/EE classrooms

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CDC (Manor ISD Child Development Center) NAEYC (National Association for the Education of Young Children) certification process included surveying of all the parents. This process is ongoing as a part of the Campus Improvement Plan (CIP). The basic needs from the CDC staff and parents were to expand the enrichment activities, provide links to other social services, and keep the "play" nature of the learning systems that are used. In an informal survey of the community, early childcare providers' needs were determined. The basic concern was methods of obtaining staff development that did not impact the times when the staff were engaged with children, having access to curriculum materials, and having some technology for center activities. The CIP of CDC was used as the basic system to set the priorities for this proposal because they aligned with the other providers' general needs and increase the focus on family partnerships. The NAEYC model has set the basic design of the program and will allow a way to build the effects of the program into this campus' CIP. The other early childhood day care providers stated that they want to improve their programs and would like to have access to the support that this project will provide.

Since CDC and MISD are moving to a community view of early childhood education we are proposing to have a Advisory Taskforce made up of the child care providers, partners and families who have 3 & 4 year old children. This working group will be formed upon announcement of the award. The group will be open to the public and will have a variety of community and school participants on the Advisory Taskforce. This will aid in the building of community ownership of the early childhood educational system in the Manor area. The combination of school-based, home-based, and for-profit based providers will create a unique system for meeting the early childhood educational and care needs so that we can build systems that can be sustained beyond this grant's funding.

We will use the model such as NAEYC for the project. This will allow our program to compare to a national system for providing effective services. We will modify the survey from input from the Advisory Taskforce so that different needs of the various partners can be addressed. The plan is designed to increase the local ownership of the overall program and allow the parents, community partners, etc. to be able to provide input to drive the services that meet our children's needs. This system will allow sustainability to be part of the overall program by building a different level of involvement of all the partners in the program.

The other early child care providers will use their local improvement planning systems with evaluation data from this program to make local improvements to their systems. We have already had one registered home care provider state she was considering going through the rising star program and that having access to the staff development would help her make this decision easier. This is an example of the general effect that the funding of this proposal will have on the quality of the overall services at Manor.

From the needs assessed done by the CDC and other childcare centers in the Advisory Taskforce we will provide staff development, educational materials, and parental supports to advance the overall goal of providing high quality early childhood educational programs. The CDC will be used as a piloting site to aid in the development of higher rated Texas Rising Star (TRS) organizations. We will develop a system by which private for-profit, private non-profit, and public providers of early childhood care services can learn how within their system of services the overall quality can be increased. This will raise the overall 'head start' that this system will give our youngest stakeholders so that they can meet MISD College and Career Readiness goal exemplifying our vision of *Growth Through Innovation!*

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Staff development to increase the knowledge level, training, and certification level of the staff at the early child care centers.	The CDC and other Master Trainers from the Texas Trainer Registry will be contracted to provide staff development at different times of the day and week that will allow the workers at the centers to maintain or work toward certification. The training will also be extended to the parents of the students so that they are prepared to be their child's first teacher and that they will have a better understanding of what quality programs should have. (Winton, 2010)
2.	Curriculum resources to increase the materials that staff have access to increase the quality of instruction and youth development.	CDC and MISD will provide standard evidence based curriculum to the MISD campus and other providers. This will provide the centers with a standard system of pre-academic and social/emotional instruction that will aid in the children's development. Parents will be trained on the curriculum so that they can be better in the role of the child's first teacher. (Domitrovich, et al, 2005)
3.	Technology based items to be used in center type-setting to extend the curriculum and introduce technology base instruction to the families and children.	The technology (in the form of iPads) will provide the staff of the centers with another system to meet the children's educational needs. The centers will be a supplement to the curriculum and used only to extend it or provide special needs children with a system to meet their unique needs. (Lankshear and Knobel, 2015)
4.	Increase parental/family involvement with their provider of early child care.	The parents will receive information on how they can be their child's first teachers. This will allow parents to take a greater and more active role in the overall education of their child. The grant will provide lending technology to parents who attend the training which will increase the value to coming to these aspects of the program. (NAEYC, 2008)
5.	Provide coordination of the preK program to the community early child care providers.	The grant will have access to a Coordinator of Community Involvement and Social Media Coordinator who will increase the awareness of all parents with 3 & 4 year olds about the program and where services can be obtained. These positions will be used in the first two years to develop systems that can be sustained by the Advisory Taskforce and the staff of the CDC. (Greenberg, et al, 2003)

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Schedule #14—Management Plan

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Pre-K Grant Coordinator	Support the coordinator of external service providers, grant program and budget oversight, compliance with Pre-K requirements. Bachelor level with 3+ year's related experience, Teaching certificate a plus but life experience may be used.
2.	Pre-K Instructional Staff	Provide campus instructional staff while aiding the campus in making connections to the targeted families. Associate level with 2+ years (Bachelor's a benefit along with certification) related experience general life experience and strong ties to the targeted neighborhoods may be used.
3.	CDC Services Coordinator	Provide overall vision for the CDC and work with private organizations' leaders to expand the quality of the general early childhood education at Manor. Bachelor's level with related general life experience and strong ties to the community. Licensed center director with the state of Texas and Master level trainer with the Texas Trainer Registry.
4.	Early Childhood Director	Provide research and overall support for the Pre-K program. Master's level (Doctorate preferred) with Pre-K certification with related certifications (e.g. Special Education, ESL, Reading, etc.)
5.	District Support Services	To provide overall grant management and link to the community to have overall effective system that will support sustainability. Various educational level based on specific roles and duties within the grant.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Pre-start date hiring, seeking bids, and forming community connection	1. Ads ran for grant staff and general program supplies / equipment	Grant Awarded	02/01/2017
		2. Forming of the Advisory Taskforce and seeking other community partners	Grant Awarded	03/01/2017
2.	preK programming integrated into organization's ongoing systems	1. preK program awareness and program offerings featured in the start of year staff develop	02/01/2016	06/30/2018
		2. preK goals linked to the overall operations of the organizations	02/01/2016	06/30/2018
		3. Letter send home to inform parents about the start of the preK program	02/01/2016	09/01/2017
		4. Evaluation of the first semester used to determine the 2017/18 school year programming	05/01/2017	08/15/2017
		5. Advisory Taskforce formed	02/01/2016	04/15/2016
3.	Evaluation of the first semester's programming determined and summer planning	1. Enrollment data and work with other grant staff to evaluate the effects of the program to improve day-to-day functioning and see if goals being met.	05/01/2016	06/15/2016
		2. System for the determination of program effects - aligned to the organization's current system - determined to evaluated the effects of the program on the children and parents	02/01/2016	06/30/2016
		3. The Fall/Spring/Summer terms for the first full year of the program are planned	05/15/2016	08/15/2016
		4. Ongoing sustainability systems are formed and the Manor general systems are developed	08/01/2016	06/30/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CDC uses MISD's CIP/DIP and campus report card process to be sure that the community stakeholders have a clear understanding of the effects of the overall program. The preK program will determine the effects of four critical success factors of: 1-Student and Family Engagement, 2-School Involvement, 3-Assessment Data, and 4-Professional Development Impact will be tracked by the District Coordinator with summary reports given to the preK Services Director. The information collected will be "are there programs for each of these items having a real effect on the campus and the other providers?" The tracking of information will be based on the reporting performance goals of the grant. The tracking of information will be based on the reporting performance goals of the grant. Examples #1 Innovative instructional techniques for academic and enrichment activities based on research and best practices, #2 Provide adult advocates, based on student need and in accordance with best practices, #3 Conduct ongoing/continuous assessment to determine need and improve targeted services, and #4 Provide all required training opportunities for staff development that where possible includes family members. These examples provide a framework, with the use of the Advisory Taskforce, to assure that for students, parents/family members, ISD staff, and community stakeholders that milestones are being met. We will use social media, newsletters of the organizations, public announcements, etc. to provide general information to the community stakeholders to link them to the overall program and increase their general knowledge concerning effective early child care programs. The partners will modify this concept to match their improvement planning systems.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The community child care providers will have access to the curriculum and loaner technology. These items once purchased will have effective life cycle beyond the two years of the program. The working together of the MISD, CDC, and these providers will build a system that will be able to be continued. MISD agrees to continue to provide staff development training for these other providers as a part of CDC's NAEYC recertification process. Over the two years of the program we believe that we can build a working relationship with the early child care providers that will allow the standards for this care to be greatly increased. This will raise the cultural expectations at Manor that will result in better overall early child care operations. The major sustainability item for the preK Project Planning Grant is MISD's new focus on developing a Program of Grant Writing instead of Writing a Grant for a Program. The Grant Writer Coordinator will work with the MISD Education Foundation to find new unrestricted funding sources so that initially grant funded projects can be maintained with a combination of MISD local tax funds and donations for the community. The preK results and programs that produce the results will be built into the CIP. This will provide a system for grant programs to be moved into the "normal" funding stream of MISD once they have shown value in meeting students' academic and social/emotional needs. The use of the Family Involvement Specialist and their focus on making sure that students are in class will increase the ADA (Average Daily Attendance) rate of the campus which will bring additional funds into the campus. The services provided by the social worker will again aid MISD in connecting to all our families. All of these items and the rapid growth of MISD student population will allow the successful aspects of the preK to be continued and moved to other campuses once the value of the services has been established by the planning of the programs. The infrastructure of the campus will be greatly improved by the preK program. While the extra duty staff salaries, professional development items, and conference items may not be able to be sustained at the program levels MISD does except to use the funding that comes from our district's growth to be able to maintain the basic framework of the program. We believe that the research that we will conduct will show the school board the value of the programs and the Advisory Taskforce members will help us build community support. Both of these items will allow the reforms to be continued because our stakeholders will not let programs that meet the needs of our students be eliminated. The focus of integrating the preK into the CIP and DIP will make what we are starting with grant funds a part of the culture of the campus and the district. Last, since we believe that our program items are evidence based and will have positive effects on the students, we will be able to convince our stakeholders that they need to support tax increases and bonds to support the programmatic efforts. The partners will link the MISD model to their improvement systems.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	preK staff will work with the campus and other providers to obtain good data	1.	By the end of the first semester we will have template for the system of evaluation for staff develop and its effects on students and families
		2.	The system of evaluation will be done bi-weekly team meeting initially.
2.	We will collect a wide-range of information that will provide data on effectiveness of the program	1.	Staff development on collection and use of data done in the preK program
		2.	Curriculum pedagogical data obtained and used to inform continuing efforts
		3.	General Improvement Planning data to integrate preK program
3.	Central Office staff provide the assessment of effects of the preK programs and extends this to all the stakeholders	1.	Staff and administration at the various organization demonstrate that they are using data to drive instruction and services to the families
		2.	The staff development is aligned to the needs of the partners and focused on increase the TRS quality of rated programs
		3.	The effective preK programs are integrated into the Improvement Plans of the various organizations
4.	The data collected will be evaluation in on going manner to assure rigor and effectiveness	1.	The staff of the organizations will regularly meet to determine that these data are providing "good" information to improve the program in a timely manner and improve the Improvement Planning systems
		2.	The program will determine the number of programs that move to higher TRS ratings and/or increased licensing of day care centers

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Programs evaluation such as the NAEYC system will provide a non-STAAR norm referenced measure of academic performance that will be use in the planning of instructional programs for the students. Grades/growth reports from the 3 & 6 weeks reports cards will be used as a short-term measure of student progress and effective instruction. Teachers will also use daily observations to determine students who are in need of support services and/or programs. The overall responsibility for implementing the project's evaluation plan for qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Early Childhood Director and designated staff. The Early Childhood Director will ensure that qualitative and quantitative data is collected for the school. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester. Multiple types of data will be collected for the entire grant period, including data for (1) **student performance indicators** (e.g., overall student academic achievement; development of pre-academic skills; percentage of students performing at/above developmental level; attendance and promotion rates; and disciplinary referrals); and (2) **staff development and parent involvement and training indicators** (e.g., what is the impact of the staff development and parent involvement and training). The evaluation plan will both aggregate and disaggregate measures of student academic achievement, by sub-populations of students (i.e., African American, Hispanic, White, Native American, Asian/Pacific Islander, Male, Female, Special Education, Economically Disadvantaged, and Limited English Proficient). Attendance and developmental growth data will be collected and Skyward for attendance (which also reports on failure, attendance, and other information regarding student performance in classes). Early Childhood Director will look at the development growth to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. Parents will also be empowered by being informed how to use Skyward to monitor, via a computer with Internet access and by cell phone, their student's academic progress and class attendance rates. Climate surveys will be used to assess how well instruction has improved. The other providers will use similar systems to obtain data and report to MISD. They will use their current systems to provide these data and make similar organizational improvements.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-907		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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